

KERSHAW COUNTY SCHOOL DISTRICT

1301 DuBose Court
Camden, South Carolina 29020

GRADES PK-12

ENROLLMENT 9,854 Students

SUPERINTENDENT Herbert M. Berg, Ed.D. 803-432-8416

BOARD CHAIR Dana A. Morris 803-432-4391

FISCAL AUTHORITY District Board/County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Districts with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	13	1	0	0

IMPROVEMENT RATING:

AVERAGE

ADEQUATE YEARLY PROGRESS:

NO

This district met 26 out of 29 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Below Average	N/A
2002	Good	Average	N/A
2003	Good	Unsatisfactory	No
2004	Good	Average	No

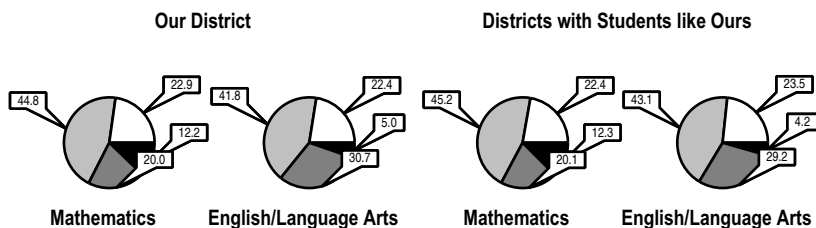
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

79.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	79.3	N/A	N/A	78.4	N/A	N/A
Passed 1 subtest	12.0	N/A	N/A	11.9	N/A	N/A
Passed no subtests	8.8	N/A	N/A	9.6	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	14.5	16.2
Seniors who met the SAT/ACT requirement	14.7	16.6
Seniors who met the grade point average	46.8	52.2

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts							
All Students	4,649	99.6	22.4	41.9	30.7	5.0	35.7
Gender							
Male	2,373	99.6	27.2	43.5	26.6	2.7	29.3
Female	2,276	99.5	17.5	40.2	34.9	7.4	42.3
Racial/Ethnic Group							
White	2,997	99.7	16.4	40.3	36.3	7.0	43.3
African-American	1,532	99.9	33.8	44.8	20.2	1.2	21.5
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	98	88.8	33.8	50.6	14.3	1.3	15.6
American Indian/Alaskan	10	100.0	11.1	22.2	66.7	0.0	66.7
Disability Status							
Not Disabled	4,070	99.6	17.5	43.3	33.8	5.4	39.2
Disabled	579	99.0	57.9	32.1	8.1	1.9	10.0
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,649	99.6	22.4	41.9	30.7	5.0	35.7
English Proficiency							
Limited English Proficient	49	79.6	57.6	30.3	9.1	3.0	12.1
Non-Limited English Proficient	4,600	99.8	22.1	42.0	30.8	5.0	35.9
Socio-Economic Status							
Subsidized meals	2,504	99.4	31.2	45.8	21.3	1.8	23.1
Full-pay meals	2,145	99.7	12.5	37.6	41.3	8.6	49.9
Mathematics							
All Students	4,649	99.8	22.9	44.8	20.0	12.2	32.3
Gender							
Male	2,373	99.7	23.7	44.5	18.9	13.0	31.9
Female	2,276	99.9	22.1	45.2	21.2	11.5	32.7
Racial/Ethnic Group							
White	2,997	99.7	16.7	43.4	23.1	16.8	39.8
African-American	1,532	99.9	34.5	47.7	14.1	3.7	17.8
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	98	98.0	33.7	45.8	16.9	3.6	20.5
American Indian/Alaskan	10	100.0	11.1	55.6	22.2	11.1	33.3
Disability Status							
Not Disabled	4,070	99.9	18.3	46.6	21.8	13.3	35.1
Disabled	579	99.1	56.1	32.2	7.3	4.3	11.7
Migrant Status							
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	4,649	99.8	22.9	44.8	20.0	12.2	32.3
English Proficiency							
Limited English Proficient	49	95.9	53.8	38.5	7.7	0.0	7.7
Non-Limited English Proficient	4,600	99.8	22.6	44.9	20.1	12.3	32.5
Socio-Economic Status							
Subsidized meals	2,504	99.8	31.5	47.7	15.4	5.4	20.8
Full-pay meals	2,145	99.8	13.1	41.6	25.3	19.9	45.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	712	99.2	16.8	35.3	41.8	6.1	47.9
	Grade 4	795	99.1	20.7	47.5	29.3	2.5	31.7
	Grade 5	736	99.2	28.6	48.6	21.9	0.9	22.8
	Grade 6	861	99.9	30.2	35.9	28.1	5.8	33.9
	Grade 7	727	99.6	28.2	46.7	23.0	2.1	25.1
	Grade 8	830	99.2	35.8	42.3	19.1	2.9	22.0
2004	Grade 3	727	99.5	14.2	30.5	43.5	11.9	55.4
	Grade 4	754	99.5	16.8	39.0	41.6	2.6	44.2
	Grade 5	835	99.4	20.4	52.1	25.2	2.3	27.5
	Grade 6	771	99.6	35.3	34.9	25.3	4.5	29.8
	Grade 7	846	99.8	25.0	46.8	24.3	3.9	28.2
	Grade 8	727	99.6	24.6	48.0	23.1	4.3	27.4

Mathematics								
2003	Grade 3	712	99.6	11.3	47.0	27.1	14.6	41.7
	Grade 4	795	99.7	19.0	47.9	18.1	15.0	33.2
	Grade 5	736	99.5	22.0	49.8	18.9	9.3	28.2
	Grade 6	861	99.5	23.1	39.4	24.5	13.0	37.5
	Grade 7	727	99.4	29.2	41.2	17.6	12.0	29.6
	Grade 8	830	99.5	33.1	47.1	14.8	4.9	19.7
2004	Grade 3	727	99.9	17.3	54.6	20.2	7.9	28.1
	Grade 4	754	99.7	18.4	47.0	19.9	14.6	34.6
	Grade 5	835	99.6	25.1	43.3	20.2	11.3	31.5
	Grade 6	771	99.7	24.0	37.8	23.9	14.3	38.2
	Grade 7	846	99.8	25.4	42.3	17.2	15.1	32.3
	Grade 8	727	99.9	29.4	47.1	15.7	7.7	23.4

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	733	93.7	11.1	28.0	33.3	27.7	60.9
Gender							
Male	363	93.9	14.5	30.4	33.6	21.5	55.2
Female	370	93.5	7.7	25.5	32.9	33.8	66.8
Racial/Ethnic Group							
White	467	94.6	8.0	19.5	35.8	36.7	72.5
African-American	257	91.8	16.8	44.0	28.4	10.8	39.2
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	639	95.0	5.4	27.6	36.0	31.0	67.0
Disabled	94	85.1	54.4	30.4	12.7	2.5	15.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	733	93.7	11.1	28.0	31.9	27.7	60.9
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	732	93.7	11.1	27.9	33.3	27.7	61.0
Socio-Economic Status							
Subsidized meals	290	91.4	17.6	39.8	29.1	13.4	42.5
Full-pay meals	443	95.3	7.0	20.5	35.9	36.6	72.5

Mathematics							
All Students	733	93.3	17.2	32.2	31.9	18.6	50.5
Gender							
Male	363	93.1	17.3	33.0	31.0	18.8	49.7
Female	370	93.5	17.2	31.5	32.9	18.4	51.3
Racial/Ethnic Group							
White	467	94.4	12.6	28.7	34.7	23.9	58.6
African-American	257	91.1	26.1	37.8	27.8	8.3	36.1
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	639	94.7	10.9	33.8	34.3	21.0	55.3
Disabled	94	84.0	65.4	20.5	14.1	N/A	14.1
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	733	93.3	17.2	32.2	31.9	18.6	50.5
English Proficiency							
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	732	93.3	17.3	32.1	32.0	18.6	50.6
Socio-Economic Status							
Subsidized meals	290	90.3	24.8	39.5	25.6	10.1	35.7
Full-pay meals	443	95.3	12.5	27.7	35.9	23.9	59.8

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	553	93.9%	564	14.5%	632	74.8%	N/A
Gender							
Male	253	91.7%	260	15.0%	307	64.8%	
Female	291	96.6%	304	14.1%	325	84.3%	
Racial/Ethnic Group							
White	366	96.7%	367	20.7%	416	76.0%	
African American	168	88.7%	187	2.1%	203	71.9%	
Asian/Pacific Islander	1	I/S	2	I/S	2	I/S	
Hispanic	12	100.0%	8	12.5%	10	90.0%	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	484	95.7%	525	15.6%	574	78.2%	
Disabilities other than speech	64	82.8%	39	0.0%	58	41.4%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	544	94.5%	564	14.5%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	0	N/A	2	I/S	
Non-LEP	546	94.3%	564	14.5%	630	74.9%	
Socio-Economic Status							
Subsidized meals	170	90.0%	201	8.0%	203	69.5%	
Full-pay meals	374	96.5%	363	18.2%	429	77.4%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	93.9%	95.3%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	632	737
Number of Diplomas	473	565
Rate	74.8%	79.2%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	525	509	533	511	1058	1020
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	18.5	17.7	18.9	18.5	19.6	18.8	19.3	18.5	19.2	18.5
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 9,854)				
First graders who attended full-day kindergarten	96.3%	N/C	95.2%	97.2%
Retention rate	5.2%	Down from 5.5%	4.9%	5.3%
Attendance rate	96.4%	Up from 95.5%	96.3%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%		5.7%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	1.6%		5.1%	5.1%
Eligible for gifted and talented	19.5%	Up from 18.0%	16.4%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.5%	Up from 8.4%	11.7%	10.9%
Older than usual for grade	3.7%	Down from 3.8%	3.9%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Down from 1.5%	1.5%	1.1%
Enrolled in AP/IB programs	14.5%	Down from 16.7%	16.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	439	Up from 273	233	157
Completions in adult education GED or diploma programs	71	Down from 75	50	39
Annual dropout rate	4.9%	Down from 5.1%	3.5%	2.9%
Teachers (n= 635)				
Teachers with advanced degrees	54.5%	Up from 53.3%	52.4%	50.0%
Continuing contract teachers	84.7%	Down from 84.8%	85.6%	84.6%
Highly qualified teachers**	94.0%	N/A	92.7%	92.5%
Teachers with emergency or provisional certificates	5.2%		3.6%	4.4%
Teachers returning from previous year	90.9%	Up from 90.6%	90.9%	89.9%
Teacher attendance rate	93.3%	Down from 95.5%	95.0%	94.7%
Average teacher salary	\$40,937	Up 1.5%	\$40,959	\$40,566
Vacancies for more than nine weeks	0.5%	N/C	0.0%	0.3%
Prof. development days/teacher	13.0 days	Up from 11.9 days	12.6 days	12.0 days
District				
Superintendent's years at district	1.0	Down from 9.5	3.5	3.0
Student-teacher ratio in core subjects	23.0 to 1	Up from 21.8 to 1	22.0 to 1	21.0 to 1
Prime instructional time	87.3%	Down from 89.6%	89.7%	89.5%
Dollars spent per pupil*	\$6,828	Up 2.5%	\$7,064	\$7,217
Percent of expenditures for teacher salaries*	56.3%	Down from 56.9%	56.3%	55.6%
Opportunities in the arts	Excellent	No change	Excellent	Excellent
Parents attending conferences	99.0%	No change	97.4%	97.3%
Number of schools	19	No change	16	8
Number of magnet schools	0	No change	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	11.0%	Up from 4.1%	3.4%	4.3%
Average age in years of school facilities	22	No change	26	26
Number of schools with SACS accreditation	19	No change	14	8
Average administrator salary	\$66,655		\$67,713	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	94.9%	92.0%
Highly qualified teachers in high poverty schools**	100.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	9 trustees elected to single-member seats
Fiscal Authority	District Board/County Council
Average Number of Hours of Training Annually	20.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

The Kershaw County School District serves over 9,800 students throughout Kershaw County with eleven elementary schools, four middle schools, three high schools, a career and technology education center, and an alternative program. The 2003-2004 school year was one of transition that began in July, 2003 when I became the district's new superintendent. The district's educational team has worked with me since then to implement initiatives to improve our students' success and the district's effectiveness.

A task of major importance was the alignment of the district's curriculum to the state's standards. This effort and the completion of pacing guides for teachers of all core subjects will pay off by helping students throughout the district receive appropriate instruction at appropriate levels. Another major initiative completed in 2003-2004 was the development of elementary and middle school "Blueprint(s) for Excellence," guides that direct the district toward higher student achievement. These guides contain plans that use research-based best practices to improve instruction in elementary and middle schools. One change already being implemented as a result is restructuring middle schools into teacher teams to more effectively meet the needs of students.

All elementary schools benefited from Curriculum Coaches, master teachers who worked with other teachers on curriculum alignment and improving instruction. Elementary, middle and high schools also received assistance from district-level staff who worked closely with principals to analyze instructional practices and devise solutions for problem areas. The district's special education program was restructured to better serve students, and new positions were added so that the program could operate more efficiently. New initiatives in the adult education program have increased services to this population. The district also increased the ability of all high schools to offer more rigorous coursework by providing more distance education classes.

Thanks to the guidance of our school board; the hard work of our teachers, administrators, support staff, and students; and the support of our parents and community, the district is making progress toward becoming a top-performing school district. In 2003, our district's SAT scores were the fourth highest of the state's 85 districts, and for the first time, composite scores for all the district's high schools surpassed the national average. Our 2003 PACT scores reflected improvement in state rankings in 7 of 12 areas, and the district's graduation rate continues to climb.

In addition, focused work on facility maintenance and planning, improved budget timelines, early recruitment of quality personnel, program evaluations, and aggressive technology planning during 2003-2004 should bring significant improvement and exciting innovations in the upcoming school year.

Herbert M. Berg, Ed.D., Superintendent